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ABSTRACT

This document is a course outline for a 16 week community college course on the Mexican Revolution of 1910, designed to trace the historical development of events leading to the Mexican Revolution, examine the armed struggle of the Revolution, and explore the aftermath of that struggle. Cognitive and affective objectives are included in the outline for each of the instructional units comprising the course. Suggested textbooks and required readings are listed, the method of evaluating students completing the course is defined, and suggested student activities appropriate to each unit of the course are included. An extensive annotated bibliography of research materials in Spanish and English and sample test questions are attached. (JDS)

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"THE MEXICAN REVOLUTION OF 1910"
Project México
June 26 - August 8

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Los Angeles City College
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Sponsored by the UCLA Latin American Center on a grant from the U.S. Office of Education.
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JC 770 130

"THE MEXICAN REVOLUTION OF 1910:

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The Mexican Revolution of 1910

The purpose for my participation in Project México was to gather sufficient data and background materials in order to prepare and develop a course pertaining to the causes, development, and aftermath of the Mexican Revolution of 1910.

For the past three years, I have been teaching several courses related to Mexican culture, therefore, I consider myself more or less acquainted with the objectives and goals of the aforementioned course.

The summer project has been rewarding and beneficial; it was time well spent. I gained a degree of knowledge, otherwise lacking, by means of in-depth studies of this social movement and by personally visiting, through the aid of guided tours, places of major revolutionary importance.

The following format will be presented to the Curriculum Committee at Los Angeles City College:

COURSE OUTLINE

TO: Los Angeles City College Curriculum Committee
RE: Request Consideration for Introduction of New Course
FROM: American Cultures Department - Chicano Studies
Course Title: "The Mexican Revolution of 1910"

Units per Semester:	3
Hours per Week:	3
Prerequisites:	None
Instructor:	Luis Carlos
Office:	Franklin Hall, 102 C
Phone:	663-9141, Ext. 364

I. CONDITIONS:

1. No new monies requested.

2. Course should be offered every other semester in lieu of a section of MAS-42 (Contemporary Mexican Literature), MAS-44 (Mexican Civilization), or MAS-52 (Mexican Art-Modern).

3. Instructional materials needed by students are available in our library.

4. Audio Visual materials are readily accessible in the Audio Visual Department or from other nearby sources.

5. The suggested textbooks are inexpensive and currently available.

6. This course conforms in format, preparation, objectives, goals, methods of instruction, evaluation, etc., with others offered by our Department.

II. JUSTIFICATION:

As an instructor in the field of Mexican-American Studies, it is my opinion that a course relating to the Mexican Revolution of 1910 should be implemented in our community college district as:

1. Most Mexican Americans, as well as North American students, are acquainted, to a degree, with this social movement. In the case of the Mexican American or Chicano student, he has heard of famous revolutionary figures such as Francisco Villa, Emiliano Zapata, etc., via his ancestors, but without a true understanding of the beliefs and ideals which incited and motivated the individual. I strongly feel that it is necessary to offer them another avenue, another source of information other than legends, corridos, and hearsay.

2. The North American student will be introduced to a historical past that has played a major part in the formation of the present-day Mexico, a nation that, due to its proximity, is easily accessible.

3. This course will be offered with the adult of the community in mind. Recent oil discoveries in Mexico alone will no doubt intensify economic relations between Mexico and the United States. This means there will develop more personal contacts among the interested parties of both sides, which in turn will lead to an awareness of each other as individuals and not solely as countries. A course such as I suggest will further an understanding on the part of the people of the U.S. for those of modern Mexico.

III. COURSE DESCRIPTION:

Basic: (As it would appear in the college catalog.)

The course consists of lectures and discussions on the causes and effects of the Mexican Revolution of 1910.

Extended: (The course is divided into four components.)

1st. component.

Tracing historical development of events commencing with the year 1855 to the year 1910, we find the seeds of the Mexican Revolution being sown during the Reform Movement, which was never carried out in its entirety and much less enforced during the regime of Porfirio Diaz. There will be an examination and discussion on political, economic, and social conditions prevailing in Mexico in 1910.

2nd. component.

Armed struggle that followed beginning November 29, 1910 and continuing through the "decena trágica" (the ten tragic days), the American Intervention, the Convention of Aguascalientes, and ending with the Constitution of 1917.

3rd. component.

Aftermath of the armed struggle. Rise of Alvaro Obregón and subsequent regimes which followed with emphasis on the Cárdenas regime and events which lead to the oil expropriation of 1938.

4th. component.

Examination of present-day Mexico and some of the problems it faces. Discussion of social conditions, economics, population explosion, etc., ending with a conjecture as to its future.

IV. COURSE OBJECTIVES:

Instructional:

Successful completion of this course will enable the student to discuss, either in writing or orally, the following:

1. The regime of Porfirio Díaz and the forces which perpetuated his power.
2. Major historical events which played a part in the Mexican Revolution of 1910.
3. The significance of 1910 as "the year of the revolution."
4. The ideals of the brothers Flores Magón and their importance in the social movement - comparison to the Constitution of 1917.
5. Importance of the role played by the United States in 1913 which culminated in the American occupation of Veracruz in 1914.
6. Minimum of 20 names (people and places) and their significance and importance in relation to the different revolutionary factions.
7. Basic articles of the Mexican Constitution of 1917 and how they affect existing relations between the United States and Mexico.
8. Oil expropriation of 1938.
9. Structure of the PRI and how presidential candidates are chosen.
10. Some of the problems facing México and possible solutions.

Affective:

Upon completion of this course student will have -

1. Learned that the Mexican Revolution was an authentic social movement which anteceded the Russian movement by about seven years.
2. Become cognizant that the Mexican Revolution left an imprint on the modern way of life of the Mexican people.

3. Acquired an awareness of the Mexican struggle for betterment of social conditions (as yet not totally successful).

4. Appraised himself that the mass migration of Mexicans, who settled the Southwest, was brought about by the Revolution, thus bringing a rich cultural heritage to a new nation.

5. Become involved in a research project within a local museum of library.

V. SUGGESTED TEXTBOOKS: (*) See page on annotated bibliography.

Brenner, Anita: The Wind that Swept México: The History of the Mexican Revolution, 1910-142. New York, 1943.

Fuentes, Carlos: The Death of Artemio Cruz. New York; Farrar, 1964.

Constitución Polftica de los Estados Unidos Mexicanos. México, 1970.

VI. REQUIRED READINGS: *(In reserve)

Casasola, Gustavo, ed.: Historia Gráfica de la Revolución Mexicana, 1900-1960. 4 vols., México, 1964.

Padgett, Vincent L.: The Mexican Political System. Palo Alto, Calif. Houghton Mifflin Co., 1976.

Paz, Octavio: The Other México: Critique of the Pyramid. New York, Grove, 1972.

Womack, John Jr.: Zapata and the Mexican Revolution. New York, Knopf, 1968.

VII. METHOD OF INSTRUCTION:

Lectures and discussions.
Slides
Films
Guest Lecturers (if possible)

VIII. METHOD OF EVALUATION:

1.	Attendance and participation	10%
2.	Class assignments	20%
3.	Three examinations	30%
4.	Final examination	15%
5.	Student oral presentation	10%
6.	Research project or term paper	15%
		100%

IX. COURSE OUTLINE:

1. Introduction and Background	(Suggested Activity)
a. Course aims	Commencing with the first week and ending with the third, students should be motivated to research the local library, become acquainted with its resources and to present a written biography on one of the heroes of the Reforma Movement.
b. View of México past and present	
c. México before 1910	
2. The Porfirio Díaz Regime	
a. Rise to Power of Porfirio Díaz	Teacher shows filmstrip The Epoch of Porfirio Díaz.
b. México in 1876	
3. The Economic and Political Systems of the Porfiriato	
a. The Hacienda System	
b. The Cientificos	
c. Mexican Society in 1900	
4. Precursores of the Revolution	
a. The Flores Magón Brothers (Ideology - Aguilas Serdán)	Students prepare for first examination.
b. The "No Re-election Party," Francisco I. Madero	
c. First Examination	
5. México in 1910	
a. Economic, social and political conditions at that time	Student should prepare a bibliography of not less than 30 entries (Books and articles) on the following subjects: "Plan de San Luis Potosí," "Plan de Ayala," "Plan de Guadalupe," Francisco Villa, Venustiano Carranza, Emiliano Zapata.
b. "Plan de San Luis Potosí"	
c. "Plan de San Luis Potosí"	
6. México in 1910	
a. "Plan de Ayala"	Teacher shows continuation of filmstrip The Epoch of Porfirio Díaz, and film Memorias de un Mexicano.
b. "Plan de Ayala"	
c. Partido Liberal	

7. Madero and the Revolution

   a. November 20, 1910

   b. Pascual Orozco

   c. Francisco Villa

8. La Decena Trágica (The Ten Tragic Days)

   a. Henry Lane Wilson - Victoriano Huerta

   b. Venustiano Carranza - Constitutionalism

   c. The U.S. Occupation of Veracruz, 1914

9. Constitutionalism

   a. Aguascalientes Convention

   b. Carrancistas vs Villistas, Zapatistas

   c. Carrancistas vs Villistas, Zapatistas

10. The Constitution of 1917

   a. Discussion main articles

   b. Discussion main articles

   c. Second Examination

11. Obregonism

   a. José Vasconcelos

   b. Indianism

   c. Education and the Arts

12. The Calles Era

   a. The Political System

   b. The PNR

   c. Lázaro Cárdenas

The above covers the weeks 5 thru 7

(Suggested Activities)

Eighth and ninth weeks. Students should prepare a 3 page written report on the Ten Tragic Days and the U.S. involvement. At least two biographical sources should be included. Teacher shows "Revolution," La Raza

Students prepare for second examination.

Eleventh and twelfth weeks. Report on muralism in México. Trace the history of a mural in the community (if possible). Two page written report on Rivera, Siqueiros, Orozco, etc. Teacher shows Man of Fire, and Siqueiros, El Maestro.

13. The Oil Expropriation

    a. Antecedents — Students prepare for third examination.

    b. Causes, Articles 27, 123

    c. Third Examination

14. Modern México

    a. Economy — Teacher shows México: The Frozen Revolution.

    b. Political, PRI

    c. Social Conditions

15. Modern México

    a. Is the Mexican Revolution still alive? — Teacher shows México City.

    b. A look to the future

    c. Student Presentations

16. Student Presentations

    a. Presentations

    b. Presentations

    c. Review for Finals

X. ANNOTATED BIBLIOGRAPHY

Azuela, Mariano: The Underdogs. New York, Signet, 1963.

"The story of Demetrio Macías, a general in the army of Pancho Villa. The conditions which bring about his defeat also work against the Revolution."

*Baerresen, Donald W.: The Border Industrialization Program of México. Lexington, Mass., Heath Lexington Books, 1971.

"Discussion of an ambitious program - México's industrialization of cities with concentrated populations."

Brenner, Anita: The Wind that Swept México: The History of the Mexican Revolution, 1910-1942. New York, 1943.

"Excellent photographic history of the Mexican Revolution from the overthrow of Díaz to 1942. Definitely a must for all,

Brandenburg, Frank Ralph: The Making of Modern México. Englewood Cliffs, New Jersey, Prentice Hall, 1964.

"The book emphasizes the accomplishments of México after the Revolution. It examines the single party system and demonstrates how it has practically made the president omnipotent. Can this continue and at what cost?"

Bulnes, Francisco: The Whole Truth about México. President Wilson's Responsibility. New York, Bulnes Book Company, 1916.

"An exceptionally fine analysis of the Díaz regime and the "ten tragic days."

*Casasola, Gustavo, Ed.: Historia Gráfica de la Revolución Mexicana, 1900-1960. 4 vols., México, 1964.

"A must for any student of the revolution. Well-known and obscure personalities who played important roles in the revolution come to life as the student peruses this period of history."

Clendenen, Clarence C.: The United States and Pancho Villa. A Study in Unconventional Diplomacy. Ithaca, 1961.

"How Carranza won the armed struggle through diplomatic maneuvers in Washington and which ultimately led to complete recognition of his forces by the U.S. Villa's revenge, his raid on Columbus and the ill-fated "punitive" expedition."

Cline, Howard Francis: The United States and México. Cambridge, Harvard University Press, 1963.

"A rather one-sided view of the relations between the two countries. It is so impersonal that the major events are lost in verbalism."

Cockcroft, James D.: Intellectual Precursors of the Mexican Revolution, 1900-1913. Austin, University of Texas Press, 1968.

"A worthy book which introduces the works and the personalities of Flores Magón, Aguilar Serdán and others."

*Constitución Política de Los Estados Unidos Mexicanos. México: Secretaría de Gobernación, 1970.

"Another must for the researcher. The basis for present-day politics and economics in México was derived from this document."

Cumberland, Charles Curtis: Mexican Revolution, Genesis under Madero. New York, Greenwood Press, 1969.
Bibliography: pg. 261-278

"An outstanding study of the revolution of Madero in its initial phases, political and military."

Cumberland, Charles Curtis: Mexican Revolution: The Constitutionalist Years. Austin, University of Texas Press, 1972.
Bibliography: pg. 421-427

"Insight on the Carranza regime and the rise of Alvaro Obregón."

*Fuentes, Carlos: The Death of Artemio Cruz. New York: Farrar, Straus and Giroux, 1964.

"Narrated in the first, second, and third person, the novel deals with the destiny of one person during the historical changes of twentieth-century México. It points out the futility of the Mexican Revolution which was supposed to redeem the Mexican masses. All this is portrayed in the life of Artemio Cruz who ruthlessly uses others to achieve his own ends."

Guzmán, Martín Luis: The Eagle and the Serpent. Austin, University of Texas Press, 1965.

"A personal and factual account of the Mexican Revolution based on the actual experiences of the author."

Guzmán, Martín Luis: Memoirs of Pancho Villa. Austin, University of Texas Press, 1965.

"A diary of Villa's life and activities. Firsthand information as Guzmán served as Villa's secretary for a short while. Fascinating!"

King, Timothy: México: Industrialization and Trade Policies since 1940. London, Oxford University Press, 1970.

"Good coverage of the economic policies pursued by México since the 40's."

Liauzen, Edwin: Mexican Militarism: the Political Rise and Fall of the Revolutionary Army, 1910-1940. Albuquerque, University of New Mexico Press, 1968.

"Origin of the modern Mexican army, militaristic eras, and 'Hombres Fuertes' are discussed."

Meyer, Michael C.: Mexican Rebel: Pascual Orozco and the Mexican Revolution, 1910-1915. Lincoln University of Nebraska Press, 1967.
Bibliography: pg. 151-164

"A rare biography of a revolutionary who might have been another 'Villa.'"

Molina Enriquez, Andrés: Los Grandes Problemas Nacionales. México, 1909.

"This is perhaps the finest criticism on the work of Díaz. Written by an intellectual who was an impartial witness."

*Padgett, Vincent L.: The Mexican Political System. Palo Alto, Calif., Houghton Mifflin Co., 1976.

"Very well written. Concerning the political system of Mexico and how it functions among the "Revolutionary Family." Facts are brought to life disclosing that México's political stability depends on perpetuating the myth of the Revolution and on sharing the power among leaders of the most powerful sectors."

Paz, Octavio: The Labyrinth of Solitude: Life and Thought in México. New York, Grove Press, 1961.

"A very subjective but well-written analysis of the Mexican. Essential reading."

*Paz, Octavio: The Other México; Critique of the Pyramid. New York, Grove Press, 1972.

"An explosive criticism of Mexican government and many of its policies. The tragic year of Tlaltelolco (1968) is discussed objectively.

Quirk, Robert E.: The Mexican Revolution and the Catholic Church, 1910-1929. Bloomington, Indiana Bibliography: pg. 248-270

"An impartial study of the mentality of the Catholic Church and how it reacted negatively to events beyond its control. Important politicians such as Calles and Obregón are portrayed and their decisions, which affected millions, are thoroughly discussed."

Quirk, Robert E.: The Mexican Revolution, 1914-1915; The Convention of Aguascalientes. New York, Norton, 1970. Bibliography: pg. 294-314

"A fascinating book which describes the attempt to overthrow Huerta and which ended in the consolidation of power by Carranza. The Convention of Aguascalientes is also studied along with such personalities as Obregón, Villa, Zapata, and Carranza. An excellent study of these turbulent times."

Ramos, Samuel: Profile of Man and Culture in México. Austin, University of Texas Press, 1962.

"An interpretation of historical forces which moulded the Mexican national character. A broad humanistic approach by one of Mexico's most brilliant thinkers."

Ross, Stanley Robert: Is the Mexican Revolution Dead? New York, Knopf, 1966.

"Discusses the shortcomings of the Revolution and many programs, which should have been solved, that are still the banners of unscrupulous politicians."

Rulfo, Juan: Pedro Páramo. New York, Grove Press, 1959.

"A fantastic piece of literature that deals with the lives of people in a small town in Mexico. After careful perusal of this book, the reader is left with the impression that a revolution was the only alternative open to the people due to the conditions under which they were forced to exist."

Salazar, Rosendo: La Casa del Obrero Mundial. México, 1962.

"Written in Spanish - rise of the worker in México and their function as a political arm, first to elevate Obregón to the presidency, and later to serve as a platform for future candidates."

Silva Herzog, Jesús: Breve Historia de la Revolución Mexicana, (V. I, II). México, Fondo de Cultura Económica, 1960.

"The first volume deals with "the antecedents" and the "Maderist Movement." Volume II covers Constitutionalism and the break between Carranza and Villa. It is well written and excellently documented. Very necessary reading for a beginner. Silva Herzog is extremely knowledgeable; he wrote these two volumes after extensive research."

Simmons, Merle E.: The Mexican "Corrido" as a Source for Interpretative Study of Modern Mexico (1870-1950). Bloomington, 1957.

Simpson, Lesley Byrd: Many Mexicos. Berkeley, University of California Press, 1964.

"An excellent general introduction to the study of Mexican history. Well written and easy to read."

Simpson, Eyler N.: The Ejido: Mexico's Way Out. Chapel Hill, 1937.

Tannenbaum, Frank: The Mexican Agrarian Revolution. Hamden, Conn., Anchor Books, 1968.

Tannenbaum, Frank: Peace by Revolution: Mexico after 1910. New York, Columbia University Press, 1960.

"An excellent book which treats the subject of Mexico intellectually with great sympathy and understanding."

Vasconcelos, José: A Mexican Ulysses. Bloomington, Ind., University of Indiana Press, 1963.

"Mexican history, education and culture based on the autobiography of the author. Vasconcelos actively participated in the politics of Mexico being Secretary of Education and also a presidential candidate."

United States Department of State: Papers relating to the Foreign Relations of the United States, 1918. Washington, 1930.

Wolf-Phillips, Leslie, ed.: Constitution of Modern States Selected Texts and Commentary. New York, Praeger, 1968.

"An invaluable aid to students of comparative politics. The Mexican Constitution is discussed at length and 136 articles are translated in English."

Womack, John Jr.: Zapata and the Mexican Revolution. New York, Knopf, 1968.

"An excellent study of one of the leaders of the revolution - his life, philosophy, and involvement. Probably the best work written about Zapata so far. Fine notes and bibliography."

XI. FILMS:

The Epoch of Porfirio Díaz to the Victory of Constitutionalism. Series I to VII. Pasadena, Calif. Bilingual Educational Services, 1975.

"A good filmstrip series but simply presented with narration on cassettes. They serve as an introduction to this period of the Mexican history."

The History of the Mexican People, (items 3 to 10). Pasadena, Calif. Bilingual Educational Services, 1975.

"A rare collection of engravings. Item 3 commences with the year 1858 and item 10 ends with the year 1960. Each item contains 14 engravings depicting the most famous heroes of México. Outstanding work of art."

Memorias de un Mexicano, by Salvador Toscano. Chicano Studies Research Library, U.C.L.A.

"An authentic documentation of the tumultous period 1897-1930. It traces the rise and downfall of Porfirio Díaz. Composed of actual films taken in battles fought during the revolution. Emphasizes the roles of the leaders, Villa, Zapata and Carranza."

México City - 20 minutes, color.

"A well-oriented cross section of the great city as it is today. Art objects, architecture, interiors and exteriors are shown as well as the progress that has been made in the city since the turn of the century."

México: The Frozen Revolution - 2 parts (1 hour)

"Filmed during the Echeverría campaign, the film shows the areas and the people for whom the revolution did not exist. Young revolutionaries wave banners that have no identification while the people still await the coming of the revolution."

Orozco: Man of Fire

"A remarkable film on the life of one of the foremost muralists of México. His masterpiece by the same title is discussed."

"Revolution," part I, II, in La Raza (filmstrip) Palo Alto, Calif., Multi-Media Productions, Inc., 1969.

"A short analysis of some of the causes of the revolution. Valuable since a chronological series of events is presented along with very good pictures."

Siqueiros: El Maestro: The March of Humanity in Latin America.

"Outstanding film on the greatest mural ever painted by Siqueiros. It is now on exhibition at the Poliforum. "March of Humanity" is considered the masterpiece of muralism in México."

XII. TEST EXAMPLES:

The following questions are submitted as possible examples of 25 (50 points) true and false questions (or fill-ins) which might be used in the first examination. This test would also include two essay questions (25 points each) making a grand total of 100 points.

Note: I realize that the allowable test time of 50 minutes limits the student as to the caliber of essay question he or she can compose. If this is the case, I would then proceed to give permission to the student to write one of the essays at home to turn in the following day. All this will have to be ascertained at a later date.

EXAMPLES OF TRUE AND FALSE QUESTIONS:

	True	False
1. The fundamental reason for the social revolution in México was the fact that by 1910 all the available land in México was held by only about 4% of the population.		
2. Ejido was a portion of land which by law belonged to the community.		
3. The Reform Laws of 1857 were enacted in order to protect the land owned by the Catholic Church in México.		
4. A "latifundio" was a small piece of land belonging to a campesino.		
5. By 1900, eight individuals were the sole owners of 55 million acres of land, much of it along the United States border.		
6. Porfirio Díaz came to power under the banner of "effective suffrage and no re-election" and expounding the ideals of liberalism.		
7. The "Cientificos" were a group of liberal-minded people who opposed the Díaz regime.		
8. The Magón brothers, Ricardo and Enrique, published the newspaper Regeneración, in which the seeds for an armed revolution can be found.		

9. Porfirio Díaz, being a Mixtec Indian by birth, protected the Indian population of México. This is one of the reasons he retained his power for so many years.

10. The "Rurales" were a group of ex-bandits who came to serve under Díaz due to the threat of "pan o palo."

ESSAY QUESTIONS: (Answer both)

1. Discuss the "hacienda system" in México. Why was it considered the most important economic aspect in the life of the campesino?

2. What was the ideology of Ricardo Flores Magón? Why was this ideology a threat to the Díaz regime?

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 25 1977

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